

September 17, 2007

To: Holly Radcliffe, Executive Director
K-12 Legislative and Public Affairs
Florida Department of Education

From: Myrna S. Amos, Executive Director
School Programs
District Coordinator, Paperwork Reduction Task Force

Re: Report on Paperwork Reduction, 2006 – 2007
Duval County Public Schools

The attached report summarizes the progress made during 2006 – 2007 of the on-going work to reduce the paperwork and data collection burden throughout the district. The Paperwork Reduction District Task Force will convene to review last year's progress and address current status of all paperwork reduction concerns. District progress will be communicated to district administrators and teachers. Ms. Tammie Brooks, district teacher representative has transferred to the Duval Teacher's Union effective June 2007. A new teacher representative will be appointed to support the continual work of the District Task Force.

Duval County Public Schools remains committed to the Paperwork Reduction Act which was enacted in a collaborative effort to permit teachers to maximize their focus on student achievement, and effectively maintain systematic accountability for progress.

Task/Area of Concern	Rationale	District Action	District Contact
Scope & Sequence	Research based scope and sequence is required to ensure delivery of instruction to all students	District provides instructional learning schedules and pacing guides on Riverdeep Learning Village accessible on website and CDs are distributed to teachers once professional development is completed. Principals and instructional coaches will direct teachers to pacing guides/scope and sequence provided by content area textbooks.	Dr. Amy Lingren Patricia Willis
Writing Rubrics (designing)	District required rubrics should be uniform in district and available to all teachers	District has developed rubrics for writing which are available in the Riverdeep Learning Village.	Dr. Amy Lingren Patricia Willis
Essential Questions	Essential questions have been provided for teachers in the grades 6 – 10 curriculum in 4 core academic areas. District should complete essential questions at elementary level to ensure uniformity with instructional strategies	District completed essential questions for elementary social studies and language arts curriculum available in Riverdeep Learning Village.	Dr. Amy Lingren Patricia Willis
Curriculum Mapping	Ineffective allocation of time spent on developing curriculum maps without professional development and no access to district curriculum mapping	Professional Development Plan for teacher training in curriculum mapping implemented in 2006 – 2007 at Schultz Center. Several core subject areas have curriculum maps now available on Riverdeep.	Patricia Willis Dr. Amy Lingren
Classroom Reading Books	Teachers should not be required to purchase classroom library books for the teaching of reading	Reading Adoption Committee requested that the new 2008 CCRP include classroom libraries in the publisher's core series district package.	Myrna Amos Debby Raper
Math Diagnostics 3 times annually	Considered excessive time allocation	Due to requirements of state legislated progress monitoring, diagnostic assessments must be administered at least 3 times per year.	Dr. Kathy LeRoy

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Standards-Based Bulletin Board	Principals and instructional coaches grade teachers on quality of bulletin boards	District no longer grades teachers on their standards-based bulletin boards.	William Pratt-Dannals
Teacher Book of the Month Written Responses	Documentation of professional development readings should not be required as part of teacher's duties.	School site book talk discussions will suffice for evidence of a profession learning community.	Barbara Langley Dr. Jim Williams Elaine Mann Selinda Keyes
Teacher Reading Logs	It is expected that teachers model reading strategies in the classroom. However, it is not a requirement for teachers to read 25 books, display their reading list of 25 books or maintain a reading log.	District leadership no longer requires teacher reading logs.	Dr. Amy Lingren
Psychology Assessments/Reports	Teachers expected to locate numerous files and copy student records to support development of teaching strategies for students.	District purchased a scanning system to record all psychology assessments/reports to alleviate paperwork, etc. for teachers.	Dr. Amy Lingren Jonathan Brice
Progress Monitoring	Initial district progress monitoring forms increased paperwork reporting	District has directed schools with high level of student progress monitoring to develop a school-wide progress monitoring plan to reduce the amount of paperwork. A centralized district system has been implemented for submission of student data to the state for progress monitoring (MAZE, FORF, DIBELS, etc.). District purchased NWEA software for district-wide implementation to support computerized reporting, reducing paperwork (benchmark assessment may be electronic and not manually).	William Pratt-Dannals Dr. Amy Lingren

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District Student Information	Teachers required to maintain excessive documents for reference to students	District Code of Conduct was launched on the district Web site 2006 – 2007 and each school provided a CD copy. The Student Progression Plan available on the web site and a CD provided to each school Exceptional Student Education guides and programmatic information is produced and distributed on CD.	Dr. Amy Lingren Jonathan Brice Kenneth Sutton Judi Cromartie
School Choice Options	Teachers needed to request application and information packets from district office to assist parents with completing applications for Magnet Programs, etc. – excessive paperwork	District launched the School Choice Options information and all required program documents on the Web-site. Submissions may be completed on-line	Dr. Sally Hague Doug Ayars
Exceptional Student Education – Individual Educational Plans (IEP)	Development of student IEP required manual documentation by teachers and excessive copying for distribution and files	District purchased and launched the ENCORE! Computerized Web-based shared information system which supports entry of IEP information, staffing, etc.	Jonathan Brice Kenneth Sutton
Producing and Maintaining Science and Social Studies Portfolios	District staff has not developed a format for these portfolios nor has training been provided	District resource staff will develop academic criteria and components of a science and social studies portfolio to be implemented district-wide by 2008 – 2009.	Dr. Kathy LeRoy Dr. Amy Lingren
Report Cards	Excessive time allocated for grading reports (EdIn)	District technology division currently researching computerized standards-based report.	Dr. Terri Stahlman Kathy Johnson Dr. Amy Lingren Myrna Amos